



~2017-2018~

Professional Learning Opportunities



DIAGNOSTIC CENTER CENTRAL CALIFORNIA
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Find us on the Web!
www.dcc-cde.ca.gov

CALIFORNIA DEPARTMENT OF EDUCATION Diagnostic Center, Central California Service Area



Diagnostic Center, Central California

1818 W. Ashlan Avenue

Fresno, California 93705

Voice: 559-243-4047 Fax: 559-222-1673 www.dcc-cde.ca.gov

Diagnostic Center Central California

Professional Learning Opportunities 2017-2018



The Diagnostic Center, Central California offers formal professional learning activities to Local Education Agency (LEA) staff and parents and other educational professionals. Our topics are based on statewide and local needs assessments, as well as other areas of interest. As the provision of assessment services is our primary responsibility, we may not be able to accommodate all requests for training. In an effort to maximize our training resources, we offer training and technical assistance in several formats including:

- Workshops held in your district or region
- A select few workshops offered at the Diagnostic Center
- Comprehensive Professional Development Projects
- Consultation Services

HOW TO SCHEDULE TRAININGS


Trainings are scheduled in an equitable manner to Local Education Agencies, Special Education Local Planning Areas, Regional Coordinating Councils and local districts. **There are no fees for our services.** Sponsoring agencies are responsible for costs involved with materials to be duplicated, securing the site, advertisement of the workshop, refreshments and other like costs.

To request trainings, please refer to “How to Schedule Trainings” in the following section. If you have any specific questions, please contact: **Melanie Johnson, Director, by email at mjohnson@dcc-cde.ca.gov or by phone 559-243-4047.**

***Please submit your request(s) for 2017-18 no later than October 27, 2017.**

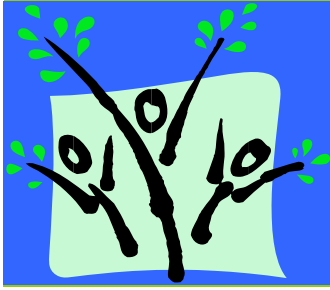
How to schedule trainings:

Review the training manual and select topics - can be viewed or downloaded at www.dcc-cde.ca.gov/dev.htm

- ◆ Identify two or more potential training dates and be sure to include time span.
- ◆ Identify the contact person who will be responsible for coordinating the training
- ◆ Connect to DCC website www.dcc-cde.ca.gov 
- ◆ Click on the "Schedule a Training with Diagnostic Center Central" button towards the top, center of the page.
- ◆ Click on the "Here" link of the first line of instructions and select "Save" or "Save As" to your hard drive when prompted and fill in the necessary information in the document. Once the document has been completed with your requested trainings and required information, please save the document and send as an email attachment to: dcctrainings@dcc-cde.ca.gov. If you have special requests or specific questions, you can contact Melanie Johnson, Director, 559-243-4047.
- ◆ You will be contacted via email with a confirmation or request for further details via e-mail.
- ◆ Once topics, dates, and times are confirmed, Chris Garcia, Office Services Supervisor II, will develop and email you the contract/training agreement.

Following confirmation of a training:

- ◆ Complete and return the DCC training agreement (Example Pg.6) to Chris Garcia, Office Services Supervisor II. cgarcia@dcc-cde.ca.gov
- ◆ Secure the training site and arrange for room set-up.
- ◆ A "Certificate of Completion" is available for dissemination to participants at the conclusion of each workshop.
- ◆ *We strongly recommend that, as appropriate, the sponsoring agency ensures that parents, general and special education staff, administrators and community agencies (Mental Health, Regional Centers, etc.), are invited to attend workshops presented by Diagnostic Center staff.*



Diagnostic Center Training Agreement

The Diagnostic Center, Central California will provide (**Agency**) with (**presentation title**) on (**date/time**). The training will be provided by (**Presenter**). (**Agency**) will be responsible for the following:

- * Assigning contact person
- * Advertising
- * Meeting the minimum attendance requirement (generally at least 20)
- * Canceling the presentation if attendance requirement is not met two weeks prior to presentation date
- * Securing the presentation site
- * Refreshments, as appropriate
- * Arranging the room to presenter's specifications
- * Equipment
- * Duplication of Handouts
- * Greeting and registering participants
- * Introducing presenter
- * Distributing and collecting evaluation surveys
- * Duplicating and distributing a "Certificate of Completion" for each participant
- * Please provide presenter with water

(**Agency**) agrees to the above and will ensure that the training room is available to the presenter at least one hour before the presentation.

In the event there are last minute changes, such as the venue, or the presenter needs to relay information on the day of training, please provide contact information below:

District Contact person on day of training:

Name: _____
Phone: _____

Diagnostic Center Contact Persons:

Chris Garcia, Office Services Supervisor II
Phone: 559 / 243-4047
Email: cgarcia@dcc-cde.ca.gov

LEA Administrator authorizing this agreement:

Name: _____ Title: _____

Phone: _____ E-mail: _____

Please return this agreement as soon as possible to confirm this date.

Thank you for your continued support!

Diagnostic Center, Central California
Attention: Chris Garcia, Office Services Supervisor II
1818 West Ashlan Avenue

COMPREHENSIVE PROFESSIONAL DEVELOPMENT PROJECTS

The Diagnostic Center provides curriculum leadership to LEAs and SELPAs. Comprehensive Professional Development Projects are individually designed to meet specific LEA or SELPA needs. Projects typically involve multiple service days interspersed over a period of time. Projects are designed to provide services in various formats:

- In-depth content training followed by multiple levels of consultation
- On-site consultation that includes demonstration teaching, observation, recommendations and problem-solving/coaching
- Consultation and technical assistance sessions with teachers and administrative support teams

Project topics could include Autism Spectrum Disorders, Evidence-Based Instructional Strategies, Differentiated Instruction, Literacy, Assistive Technology, Student Engagement, Severe Disabilities, Individualized Behavior Interventions and Classroom Management.

VIDEOCONFERENCE

To meet the demand for services, video-conferencing is an optional way for LEAs and SELPAs to access training and technical assistance. Videoconferencing possibilities include:

- Case conferencing between Diagnostic Center staff and LEA to assist with individual student referrals
- Follow-up services for students who have been previously assessed by the Diagnostic Center
- Mini-trainings on curriculum topics specific to LEA needs.

Note: The LEA is responsible for identifying a local technology site and coordinating specialist.

CONSULTATION SERVICES

The Diagnostic Center has the capacity to provide consultation services for students previously assessed by our staff in one to two hour sessions either at our Center or via videoconferencing. Individual student consultation is especially helpful when a diagnosis is in question, when the IEP team would like assistance with “next steps” in planning individual student programs, or to understand the educational implications of certain medical and/or mental health conditions. Program development consultation services are also available.

REFERRAL CONSULTATION AND TRAINING

In an effort to ensure that we are continuing to meet local district needs, we are offering to meet with SELPAs throughout Central California to provide an overview of our services. Our administrative team is available to provide a presentation on accessing Diagnostic Center services, including a walk-through of the assessment referral packet and time for questions. Please feel free to e-mail or call Melanie Johnson, Director, if you would like to schedule a presentation to learn more about our services, or if you have any questions, mjohnson@dcc-cde.ca.gov or 559-243-4047.

Introducing Our Presenters...



Ananda Aspen, M.S., Education Specialist,

has taught students in a variety of programs, including general education, moderate to severe, mild to moderate, early childhood, and autism. She has been an autism specialist/consultant for a large SELPA, and now works for the Diagnostic Center Central as an educational specialist. Her professional resume includes publications and presentations at both national and international conferences, and numerous workshops and trainings provided for California schools and programs. Current projects include serving as a Leadership Team member of the California Autism Professional Training and Information Network (CAPTAIN) as well as working with the Research Committee of CAPTAIN to facilitate the use of Evidence-Based Practice (EBP) in schools. Ananda enjoys providing supportive coaching to programs wanting to embed EBP culture and helping them build capacity in order to scale up their use of EBPs across educational contexts. Her new interests include developing innovative structures to support IEP teams in developing knowledge, skills, and expertise, including microcredentials, technology-aided information sharing, and social network supports.



Michelle Austin, M. A., CCC-SLP is a Speech Language Pathologist who specializes in Assistive Technology. She has worked within the school setting for over 20 years. Additionally she has worked in private practice, hospital settings, and has taught at the post secondary level. She received an administrative credential and a master's degree in Speech Language Pathology from California State University, Fresno, and an Assistive Technology Certificate from New Mexico. She is currently employed by the California Department of Education at Diagnostic Center, Central California. Her professional resume includes publications and presentations at both State and national conferences. During the course of her career, Michelle has worked with students of varying ages, abilities and disabilities. Michelle has placed an emphasis on working with students who have significant speech and language needs. She has presented numerous workshops on topics including: Assistive Technology, Augmentative Communication Strategies, Autism, and Feeding and Swallowing Issues in the Schools.



Jodie Dittmar, M.S., Education Specialist, has been in the Special Education field for over thirty years. She has credentials in the Education of Deaf and Hard of Hearing students, and in Educational Administration as well as experience in teaching and administration in several states. The course of her career has included work with students of varying ages, abilities and disabilities, as well as “at risk” and foster youth. She has held leadership roles and provided workshops in the areas of differentiated instruction, student engagement, direct instruction, communication, literacy and behavior support. Jodie has also implemented projects that provide on-going coaching and supports to teachers and/or paraeducators.



Laura Lavery, M.A., Education Specialist was a teacher for 19 years, prior to working at the Diagnostic Center. She provides assessment and training services to local educational agencies (LEAs) in diagnoses and instructional planning for students, ages 3 through 21, who exhibit a wide variety of disabilities and functional levels and who are complicated or puzzling enough to require assistance beyond the resources available from local district specialists. She also provides consultation, technical assistance and professional development trainings upon request by LEAs and SELPA. In the public school setting, Laura worked as a Resource Specialist and Special Day Class teacher and taught grades preschool through high school. Her last seven years were in a preschool/kindergarten class that she developed for students with Autism Spectrum Disorder. Her professional career outside of the Diagnostic Center has included teaching classes at California State University, Fresno; National University, Fresno; Fresno Pacific University and Fresno City College.

**Gwen Deeter , M.S., Education Specialist,**

Gwen joined Diagnostic Center Central California in 2008. She has over twenty years of experience teaching general education, reading intervention, and special education in public schools at the elementary level. She has also taught classes on special education at the university level. She has had extensive training and practical experience in diagnostic assessment and interventions to meet the learning needs of students with a wide range of disabilities in special education and is a Nationally Certified Educational Diagnostician (NCED 0768). Gwen earned a master's degree in special education from California State University, Fresno, and a bachelor's degree in elementary education from the University of Wyoming.

**Patricia Derorian , M.A., Education Specialist**

Throughout the past 40 years Patricia has worked professionally in the special education field in the capacity of an administrator, school psychologist, and education specialist. Her experiences span from working with special education students in preschool settings through post-secondary levels as well as community college. Special education programs she has served include the following: Resource Specialist Programs, preschool, non-severe special day classes, severe special day classes, autism programs, emotional disturbance, deaf and hard of hearing, and Home Hospital Instruction. In addition, Patricia has taught various special education courses at Fresno Pacific University in the general education and special education credentialing programs.

SPECIALIZED TOPICS

1. The Incredible 5-Point Scale and Other Self-Regulation Strategies

Presenter: Ananda Aspen

Intended Audience: Educators, Parents, Community Members

Time: 2 hours

Many individuals with autism spectrum disorder struggle with social skills, self-regulation, and knowing how their behavior affects others. This module explains The Incredible 5-Point Scale (Dunn-Buron & Curtis, 2003), a visual representation of a social behavior, an emotion, or an abstract idea, and how it can support persons with autism. Other strategies will be presented to support learners in recognizing emotional states, initiating new routines, and accessing natural environmental supports to enhance successful behaviors at home, at school, and in the community.

Participants will be able to:

- Learn how to design and use a 5-Point Scale to help students rate their responses to a variety of situations and learn to respond more appropriately.
- Walk away with easy-to-implement ideas and samples to use with students who have issues with self-regulation, motivation, flexibility, and anxiety.

2. Concussions: More Than Just a Bump on the Head! (Traumatic Brain Injury)

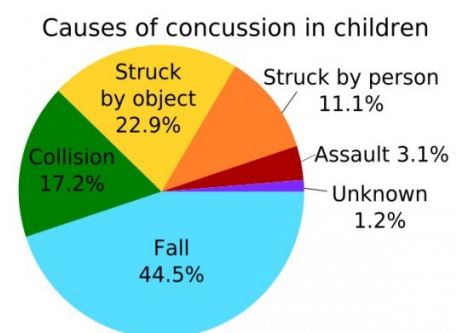
Presenter: Michelle Austin

Intended Audience: Educational professionals, service providers, Parents, Nurses, etc.

Time: 2 hours

Sports-related head injury is receiving significantly more attention recently, and multiple research studies indicate that there are long term effects of repeated concussions. Concussions are not just sports injuries. They occur within a variety of environments and impact adults and children alike. Educational systems often are not equipped to address the complex transitory and long term needs of students with concussions (Mild Traumatic Brain Injury). Mild Traumatic Brain injuries exacerbate underlying cognitive and psychosocial weaknesses, yet educators often do not know how to provide instructional support to a student that was academically successful prior to the injury.

This presentation will create awareness of the challenges and support that both the child and family may need to move toward recovery and acceptance. Research-based strategies and the presenter's personal experiences highlight the unresolved issues that impact learning when the student is medically cleared to return to school.



At the conclusion of this course, participants will be able to:

- Describe a variety of teaching tools to support mild traumatic brain injury.
- Identify symptoms of mild traumatic brain injury.
- Develop tools to help support individual teams in addressing the needs of individuals with mild traumatic brain injuries.
- Describe a variety of teaching tools to support mild traumatic brain injury.

3. Educational Impacts of Environmental Adversity

Presenter: Jodie Dittmar

Audience: Educators in all settings (can also be tailored to a particular setting, grade level, teacher group, parent/caregiver group, etc.)

Time: 2-6 hours (dependent on focus and group)

How can we help students with histories of school or family interruptions?

Students who move frequently, have experienced trauma, live in environmentally challenged settings, or are in foster care, often arrive at school with scattered academic, emotional and behavioral profiles.

This workshop includes a general overview of selected research and evidence based practice regarding school success, including language, literacy, engagement and other skills essential to any classroom setting. Current evidence based practice in relationship to addressing academic and behavioral expectations will be considered, and practical strategies and resources will be provided.

Participants will:

- Better understand the complex impacts of environment, trauma and inconsistent school attendance in direct relationship to classroom expectations.
- Gain resources of legal, therapeutic and instructional updates, as well as practical application supports.

4. Developing an Evidence-Based Social Skill Program

Time: 3 hours

Presenter: Ananda Aspen

Audience: Special Education Teachers, School Psychologists, and Speech Pathologists, families, Administrators, Nurses, Program Specialists, and SELPA Directors

Children and teens with social difficulties, such as those with ASD, ADHD, or other challenges, frequently struggle with friendships. This workshop will examine the research platform on which the rules and steps of social behavior can be taught and practiced as well as exploring the science of developing and maintaining friendships. Such methodologies are both evidence-based and accessible to schools, and the information given will focus on ecologically valid social skills (those that are naturally used by children and teens who are socially successful). The three key elements for developing an effective social skill program in a group or classroom setting will be reviewed, as well as social skill lesson examples such as how to enter a conversation, finding and choosing good friends, and in what manner one should respond to teasing or bullying. Tools and resources for designing and implementing a program will be covered.

Although this workshop is geared towards those who support individuals with ASD, the methods covered are applicable to teaching ecologically valid social skills to students who experience social challenges unrelated to autism.

Participants will:

- Review evidence-based social skill practices and programs for elementary school children, teens and young adults with ASD.
- Understand the definition of ecologically valid social skills (teaching social behaviors that are naturally used by teens and young adults who are socially successful).
- Explore how to avoid common pitfalls such as giving misinformed advice; in its place teaching the ecologically valid rules and steps of social behavior to help students make and keep friends through the use of social skill programming that research shows is effective.
- Examine the tools and resources available for implementing an ecologically valid social skill program.
- Synthesize the three key elements that research indicates are crucial to a successful social skill group, and take away a planning form for guiding school decision-making and implementation.

5. Section 504 : What's it all About?



Time: 1, 2 or 2.5 hrs

Presenter: Patricia Deroian

Audience: General and Special Ed Teachers

The participants will learn about the history and laws regarding special education services which include IDEA, 504 and ADA. They will learn about the similarities and differences between these three laws and the responsibility of school systems and requirements for providing FAPE to students in the general education program. The participants will be able to identify the major qualifying criteria to meet 504 eligibility. The participants will be informed of some of the terminology associated with 504 such as: least restrictive environment, procedural safeguards, parent consent, FAPE, OCR, equal opportunity, physical setting, compliance, etc. At the conclusion of the training, participants will be informed of resources and strategies to support students with special needs in the general education environment.

Participants will:

Understand the history that led to the 1973 504 Rehabilitation Act and identify the similarities and differences between IDEA, 504, and Title II of the Americans with Disability Act (ADA).

- The responsibilities of public schools regarding the requirements of section 504 of the Rehabilitation Act.
- Strategies to support students with 504 plans in the classroom.

6. Essential Elements of Effective Secondary Transition Planning



Time: 1, 2 or 2.5 hrs

Presenter: Gwen Deeter

Audience: Special Ed Teachers

This training will provide information regarding the essential elements of secondary transition planning services as defined in IDEA and the State Performance Plan (Indicators 13 and 14). Updates on current legislation at the state and federal levels for youth with disabilities regarding transition to post-secondary and training and employment will be presented.

This training will discuss the components of an IEP with a transition plan. This includes the mandates of writing appropriate, measurable post-secondary goals; using age appropriate assessments; transition services; course of study; annual IEP goals; student participation in the IEP; and participating agencies' invitation to attend IEP.

This training will also provide evidence based practices to assist in teaching youth transition-related skills and resources to assist with effective transition planning.

Participants will:

- Develop an IEP with a secondary transition plan that meets federal and state mandates.
- Utilize evidence based practices and resources for effective transition planning.



7. Evaluating the need for 1-1 Assistants for students with IEPs

Time: 1.5 hours

Presenter: Ananda Aspen

Audience: Ananda Aspen, M.S., Education Specialist,

Special Education. Teachers, Speech Language Pathologists, School Psychologists, Administrators, General Education. Teachers, School Nurse, Special Education Administrators, Program Specialists, SELPA Directors

This training provides an overview of the legal requirements of IDEA and the increasing commonality of requests for 1-1 assistants for students with high-intensity needs. However, the presentation will also provide a summary of the research with regard to the benefits and disadvantages of 1:1 aides, and finally, emphasize the IEP Team's responsibilities with regard to considering a request for 1:1 support, making the final determinations and documenting it on the IEP. The development of a plan to fade support will also be addressed. This workshop is geared towards administrators and certificated members of the IEP team.

Participants will be able to:

- Understand the procedures that IEP Teams must follow to make decisions regarding the type of support the student will need and when necessary, and how the support should be documented on the IEP.
- Consider the impact that direct support has on not only the student, but the other professional and service personnel who work with the student, and on the parent/teacher relationship.
- Determine through case study approach when 1:1 support is necessary, and when a plan should be put in place to eventually fade that support.

CERTIFICATE PROGRAMS-ASSISTIVE TECHNOLOGY

8. Assistive Technology Assessment Certificate

Presenters: Michelle Austin, M.A., CCC/SLP Speech Language Pathologist/ Assistive Technology Specialist
Laura Lavery, M.A., Education Specialist

Intended audience: Speech Language Pathologists, Psychologists, Occupational Therapists, Physical Therapists, Special Educators, Administrators, Program Specialists, or others designated by their district to address Assistive Technology

Time: 7 full days

During this training, individuals will be required to complete three Assistive Technology Assessments, as well as other assignments related to Assistive Technology Assessments using the Student, Environment, Tools and Task (SETT) model and other assessment modules. Attendance on all seven full day sessions and satisfactory completion of projects and assignments are required to receive the certificate.

Assessment for Assistive Technology is accomplished through a thorough assessment of skill areas and needs. Determinations of equipment or software needs are based on a feature match of equipment to areas of needs or student specific skills. Assistive technology recommendations and equipment needs are then utilized on a trial basis. Assistive Technology assessments should not be viewed as a one time assessment, but rather an ongoing process for determining appropriate equipment needs based on trial use.

Participants will be able to:

- Demonstrate assessment techniques appropriate to address Assistive Technology
- Demonstrate appropriate feature match for Assistive Technology needs
- Understand IEP process and legal implications in relationship to Assistive Technology
- Utilize assessment techniques and a team approach to address specific student needs in relationship to assistive technology.
- Address a variety of options to assess and determine appropriate Assistive Technology

Please check scheduled offerings to determine if there is one offered in your area.

<http://www.dcc-cde.ca.gov/dev.htm>

9. AAC Assessment to Intervention – Certificate Program

Presenter: Michelle Austin, M.A., CCC/SLP Speech Language Pathologist/ Assistive Technology Specialist and Laura Lavery, Education Specialist

Intended audience: Speech Language Pathologists, Assistive Technology Teams
Time: 7 full days

This training leads to a certificate verifying specific training in assessing **Augmentative Communication** needs, promoting a decision-making process to make appropriate recommendations utilizing critical thinking. During this training, individuals will be required to complete three **Augmentative Assessments**, and other assignments related to **Augmentative Communication**. Attendance on all seven full day sessions and satisfactory completion of projects and assignments are required to receive the certificate.

Augmentative Communication Assessment is multifaceted. This dynamic assessment process encompasses current communication skills, overall language (receptive and expressive language), social/pragmatic language, speech/intelligibility, and communication device access. Each augmentative communication system is unique, and each system has a different language base. The assessment process to determine the appropriate communication system needs to take into account the individual's current communication mode, selecting a new method of communication and determining the best way to implement the new communication system. For the communication system to be functional, often adaptations will need to be made within the environment (communication expectations-demands). The assessment should focus on four basic questions:

1. What are the child's communication needs or goals?
2. What are the child's strengths and abilities?
3. What barriers are preventing the child from achieving his or her full communication/participation potential?
4. What aids and adaptations (e.g. AAC devices or systems, environmental modifications, policy changes, etc.) will best accomplish the child's goals given his or her strengths and abilities, and current circumstances?

Assessment for AAC is an ongoing process which includes documentation of progress, trial therapy, and adaptations or modifications to the AAC system. The AAC device or system is selected based on a feature match. The feature match not only includes current features needed in a communication but will need to address future needs as well.

Participants will be able to:

- Demonstrate assessment techniques appropriate to address Augmentative Communication
- Demonstrate appropriate feature match for AAC needs
- Understanding of IEP process and legal implications in relationship to AAC
- Utilize assessment techniques and a team approach to address specific students needs in relationship to communication
- Develop an AAC intervention plan

Please check scheduled offerings to determine if there is one offered in your area

<http://www.dcc-cde.ca.gov/dev.htm>

AUTISM SPECTRUM DISORDERS

10. Introduction to Autism Spectrum Disorder and Evidence-Based Practices

Presenter: Laura Lavery

Intended Audience: Teachers, School Psychologists, and Speech-Language Specialists

Time: 3 hours

This is an entry level training. The content will include descriptions and diagnostic criteria of Autism Spectrum Disorder (ASD). Participants will be introduced to cognitive, language, sensory, behavioral and social issues related ASD. Although the emphasis will be on building foundational knowledge, broad strategies for intervention will also be discussed

Participants will:

- Be exposed to the range of spectrum disorders and the criteria for each diagnosis.
- Be exposed to a brief history of the field.
- Review current research in the field.
- Be introduced to cognitive, language, sensory, behavioral and social issues related to ASD.

11. Autism Spectrum Disorders from A to Z: (Assessment to Zany Conversation)

Presenters: Ananda Aspen and Michelle Austin

Intended Audience: Educators and Families

Time: 3 hours

The differing abilities of individuals with Autism Spectrum Disorders can be both a delight and a source of frustration for families and educators. Issues and interventions will be discussed, as well as some of the current trends in both science and advocacy regarding this unique disorder. Some very interesting case studies will be presented and some surprising outcomes! Be prepared to learn, laugh and listen to what some individuals with autism would like us to know!

Participants will be able to:

- Recognize the positive characteristics of many individuals on the spectrum which may lead to a better understanding of this interesting group.
- Understand current trends in the world of Autism Spectrum Disorders.
- Gain an overview of some evidence based practices and resources that may support families and schools.

12. Understanding and Treating Executive Function Problems in Students with ASD

Presenter: Ananda Aspen

Intended Audience: Educators, Speech Language Pathologists, General & Special Ed Administrators, Parents, School Nurse, School Psychologists, Adapted PE Specialists

Time: 2-6 hrs

Executive function (EF) is an umbrella term for a collection of cognitive and behavioral functions such as problem solving, reasoning, planning and organization, inhibiting action or speech within context and managing attention control (amongst others). It is now commonly believed that executive functions are essential for purposeful, goal-directed behaviors and actions, and there is substantial evidence that academic achievement and appropriate executive function skills are correlated. This workshop will address evidence based practices (EBPs) for students with autism spectrum disorder (ASD) that are appropriate for supporting the development of EF skills not only for those with ASD, but may have effectiveness in promoting positive outcomes for many types of learners.

Participants will be able to:

- Understand how executive function deficits negatively impact achievement and behavioral regulation.
- Evaluate the need for treating EF deficits in their students
- Apply principles of evidence based practice to formulate and implement treatment for EF deficits.



13. New Dimensions in Autism Spectrum Disorders

Presenter: Ananda Aspen

Intended Audience: General and Special Education Teachers, School Psychologists, Speech Pathologists, Parents, Administrators, Nurses, Adapted PE Specialists and Paraeducators

Time: 2 hours

Research in Autism Spectrum Disorders (ASD) continues to evolve at an ever-accelerating pace. Keeping up with the new dimensions in how we assess, treat, and better understand the complexities of ASD can be both exciting and overwhelming. This workshop will present some of the recent avenues of exploration and findings in the fields of biology, technology, medicine, and education that are intriguing and which have implications for both current and future practice!

This workshop is fast paced and is designed to keep participants engaged and feeling like they are on the cutting edge of new dimensions in the science of understanding autism.

Participants will be able to:

- Review breaking research in the wider fields of autism.
- Explore how this may affect assessment and educational practice.

14. Bullying and Autism Spectrum Disorders

Presenter: Laura Lavery or Ananda Aspen

Intended Audience: General and Special Education Teachers, School Psychologists, and Speech Pathologists

Time: 3 hours

This training is designed to highlight the high incidence of bullying in the population of students with ASD. The emphasis will be on how to create supportive and safe school environments where all students are protected. Specific strategies will be presented to guide educators in supporting students to lessen the likelihood of bullying, as well as teaching responses to bullying to ensure safety.

Participants will be able to:

- List the characteristics of ASD that make this population so vulnerable to bullying.
- Demonstrate awareness of research-based strategies to use at school and classroom levels to minimize bullying through discussion activities.
- List specific strategies that will support and empower the student with ASD and reduce the likelihood of bullying.

15. Demystification and Self-Determination – Building a Foundation for Success in Individuals with ASD

Presenter: Ananda Aspen or Michelle Austin

Intended Audience: Educators, Parents, Community Members

Time: 1.5 hours

Families and educators can empower individuals with ASD by helping them understand their challenges and celebrate their strengths. The importance of demystifying ASD and building a foundation for self-advocacy and self-determination is addressed through positive information and strategies for developing responsibility, enhancing participation, and making choices regarding life decisions. A template for student-directed IEP's will be shared, as well as websites and other resources for supporting advocacy and self-determination.

Participants will be able to:

- Identify 5 or more self-advocacy and self-determination target objectives that may be addressed through demystification for individuals with ASD.
- Walk away with a digital template for a student-created PowerPoint and other resources for supporting self-determination.

16. An Overview: Adults with ASD and Transition

Presenter: Laura Lavery

Intended Audience: General and Special Education teachers, Para-Educators and Parents

Time: 3 hours

The transition from school to adulthood is an important time in the life of a student with Autism Spectrum Disorder (ASD). The goal of the transition plan is to facilitate a student's movement from school to the world of adult work, living, community participation and/or post-secondary school.

Participants will:

- Learn that IDEA requirements no longer apply but Section 504 and ADA does
- Become familiar with the characteristics of a good transition plan
- Become familiar with post-secondary school
- Become familiar with work after high school
- Become familiar with hard skills and soft skills needed at work
- Identify available resources

17. Strategies to Support Children with Autism Spectrum Disorder (ASD) in the Inclusive Educational Setting

Presenter: Laura Lavery

Intended Audience: General/Special Education teachers, Paraeducators, and Support Staff

Time: 3 hours

The IEP Team just decided a student with ASD would receive educational benefit from instruction in your general education classroom. You are pleased to have him join the class, but now wonder what to do. How can you help this student learn, as well as all the others in the class? Are there any general “do’s and don’ts” that you should know and understand? What kind of support can the special education staff provide? If you’ve ever had this experience, you’re not alone!

This workshop will provide participants an opportunity to explore strategies to support students with ASD that will result in greater student achievement and greater teacher satisfaction too! Based upon materials written by Paula Kluth’s “You’re Going to Love This Kid!” the workshop will focus on practical tools for the teacher and instructional team.

Participants will be able to:

- Develop an individual understanding of key foundational ideas regarding inclusion.
- Discuss seven teaching strategies that support students with autism spectrum disorders in the general education classroom.

18. Designing an *Early Intervention/Preschool* Autism Program – Evidence-Based Practices, Strategies for Implementation and Evaluating Outcomes

Presenter: Ananda Aspen

Intended Audience: Administrators, Teachers, Related Service Providers

Time: 1.5 - 3.0 hours

Participants will receive information on research recommendations and intervention components for supporting young children with ASD or related disorders. Each intervention or treatment is analyzed and rated across five areas of interest, including evidence of efficacy as reported in scientific peer-reviewed literature, ease of replication and feasibility considerations, operational practices that support utility across curriculum/domain areas, conceptual framework which takes into account early childhood developmental principles and demonstrates positive outcomes, and support for treatment fidelity and sustainability.

Participants will be able to:

- Use a rubric to evaluate needs, capacity, and feasibility of implementing Evidence-Based Practices for early intervention and preschool programs serving students with ASD and related disorders.
- Understand the features of comprehensive program development and management.
- Walk away with resources to support sustainability and fidelity in program implementation.
- Walk away with a guide for developing and evaluating autism programs.

19. Designing an *Elementary or Secondary* Autism Program– Evidence-Based Practices, Strategies for Implementation, and Evaluating Outcomes

Presenter: Ananda Aspen

Intended Audience: Administrators, Teachers, Related Service Providers

Time: 1.5 - 3 hours

Participants will receive information on operational classroom features for developing and sustaining successful autism programs. Information on assessment/evaluation and IEP's, data analysis, environmental setup and materials, instructional delivery, and fidelity in implementation of evidence-based practices will be provided.

Participants will be able to:

- Use a rubric to evaluate needs, capacity, and feasibility of implementing evidence-based Practices for elementary or secondary programs serving students with ASD and related disorders.
- Understand the features of comprehensive program development and management.
- Walk away with resources to support sustainability and fidelity in program implementation.

EVIDENCE-BASED PRACTICES
AUTISM NATIONAL STANDARDS (2015) ESTABLISHED TREATMENTS
AND THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER (NPDC)

Overview Listing -- Detailed Descriptions to follow.

20.	Applied Behavior Analysis	3 to 6 hours
21.	Joint Attention Interventions	3 hours
22.	Pivotal Response Treatment	2 hours
23.	Classroom Pivotal Response Teaching	2 hours
24.	Priming and Reinforcements	3 hours
25.	Visual Schedules and supports	2 hours
26.	Antecedent-Based Interventions	2 hours
27.	Social Narratives and Story-Based Interventions	2 hours
28.	Self-Monitoring/Management	2 hours
29.	Video Modeling	3 hours
30.	Peer Mediated Instruction and Intervention	3 hours
31.	Cognitive Behavior Intervention	2 to 3 hours
32.	Exercise	1 to 3 hours
33.	Structured Play Groups	2 to 3 hours
34.	Parent-Implemented Intervention for young Children with ASD	1 to 3 hours

20. Applied Behavior Analysis Instructional Programming in the School Setting

Presenter: Ananda Aspen

Intended Audience: Educational professionals, service providers, parents

Time: 3 or 6 hours

There is an increasing demand for public schools to offer Applied Behavioral Analysis (ABA) instructional programs to educate children with a diagnosis of ASD. This workshop will address specific issues that have proved challenging for schools as they seek to integrate the various ABA elements into their elementary classrooms. Participants will learn to identify and address these issues to avoid pitfalls in establishing a successful behaviorally-oriented classroom for children with autism and other developmental delays in a classroom setting. The required organizational structure and how to design an instructional environment for preschool and elementary level learners will be discussed and that includes the use of ABA technology and a behavioral language curriculum within a delivery structure of low teacher-student ratios and high intensity instructional schedules. Further, examples will be provided regarding ways to establish opportunities for generalization of skills within inclusive settings. Sample criteria for entrance and exit from ABA classrooms will be discussed, along with a sample curriculum focus for children at various learning levels within the classroom. Data management tools, classroom layout, schedules, materials and other items required for instructional support will be illustrated through discussion, video, slides/photos, or actual samples. In addition, guidance for staff development and developing a model to maximize quality assurance through data collecting and reporting will be explored, in order to establish/maintain program support.

Participants will be able to:

- Describe essential components of a school-based ABA program.
- List challenges that prevent successful establishment of an ABA classroom.
- Identify solutions for problems unique to school-based ABA programs.
- Identify priority curricular areas for learners with varying levels of language skills.
- Identify appropriate criterion-referenced measures to support understanding of present levels and target areas, maintain data, and develop skill acquisition graphs.
- Describe a model for administrative support to ensure classroom success.

*Note: Workshop requires that the district duplicate a sizeable set of materials

21. Joint Attention Interventions

Presenter: Ananda Aspen

Intended Audience: Educators, Early Childhood Specialists, Parents, Agency Personnel

Time: 3 hours

The sharing of joint attention is a fundamental skill that supports progress in communication and social behavior, but it is not a skill that children with autism spectrum disorders automatically develop. Techniques to support and target joint attention will be explored, including choice, interspersing activities/tasks, modeling and reinforcement. Videos of real-life joint attention therapy will be viewed, and ideas for resources, activities and play items that support joint attention will be shared.

Participants will be able to:

- Understand how gestures, time-delay, aspects of surprise, and voice can enhance joint attention intervention.
- Understand how to coordinate interventions and collaborative efforts with families to benefit the child.
- Understand how joint attention impacts communication, engagement, and social cognition.
- Gain an overview of joint attention interventions and resources that may support families and educators.

22. Pivotal Response Treatment

Presenter: Ananda Aspen

Intended Audience: Educational Professionals, Service Providers, Parents

Time: 2 hours

The National Standards Project has identified Pivotal Response Training as an Established Treatment Approach for young children with autism spectrum disorders. This presentation will provide a basic overview of Pivotal Response Treatment (PRT), which was developed by the Koegels. PRT is a behavioral intervention based on Applied Behavior Analysis (ABA) and developmental interventions in the natural setting. Primary outcomes of PRT involve growth in communicative, social, and play abilities.

PRT is child-driven and uses natural reinforcement systems to increase skills in the natural environment. Reinforcement systems are methods to provide positive consequences following particular desired behaviors. The purpose of these consequences is to make it more likely that these behaviors will occur again in the future. Participants will view videos of PRT implementation and will learn the components of successful PRT programming.

Participants will be able to:

- Identify target reinforcements to develop new behaviors in a developmental progression.
- Understand the components to a successful PRT approach.
- Develop a profile of which skills to target for an individual child in the natural environment.

23. Classroom Pivotal Response Teaching

Presenter: Ananda Aspen

Intended Audience: Educational professionals, service providers, parents

Time: 2 hours

PRT is an evidence based practice for enhancing motivation and participation in learning for students with autism spectrum disorders. Engagement in classroom and social environments is increased through implementing strategies that teachers can easily integrate into their existing classroom curriculum and structure. Classroom Pivotal Response Teaching (CPRT) enhances children's motivation and participation in learning through clarifying instructional delivery and making it relevant for the student with autism, alternating maintenance and acquisition tasks, and using special interests and natural reinforcement. Goals are to increase the number of student learning opportunities and social initiations, and to promote independence and mastery of targeted academic skills. Participants will be provided with examples of instructional materials and forms to aid in planning and implementing the procedures.

Participants will be able to:

- Identify activities and natural reinforcements to support student motivation, self-management and self-initiation.
- Understand how to promote student response to multiple cues and increase ability to generalize skills across environments.
- Apply procedures to enhance motivation, engagement and social participation for students with autism through the use of Classroom Pivotal Response Treatment.

24. Priming for Success and Reinforcing for Sustainable Progress

Presenter: Ananda Aspen

Intended Audience: Educational professionals, service providers, agencies, parents

Time: 3 hours

The National Standards Project identifies key components of a successful behavioral program for children with ASD. Many evidence-based interventions in the Behavioral Package are based on both antecedents and consequences. This training will focus on the key concepts of priming the student for success, and changing consequences (reinforcements) to improve performance.

Participants will be able to:

- Understand the wide range of target skills and behaviors which may be effectively remediated with priming and reinforcements.
- Receive sample programs that involve how to change behaviors in academic, communication, play, and social skills, and how to shape learning readiness and self-regulation.
- Understand how restricted, repetitive, nonfunctional patterns of behavior, interests, or activities can be positively impacted through using the techniques covered in this workshop.

25. Visual Schedules and Supports

Presenter: Ananda Aspen

Intended Audience: Educational professionals, Service Providers, Parents

Time: 2 hours

Visual schedules and other visual supports help students focus on key elements in the school or home environment. Visual supports present information to learners with ASD in a way that assists them in processing information. These supports can minimize teacher and adult support while promoting the independence of the learner with ASD.

Participants will be able to:

- Develop an understanding of how this practice is used and by whom.
- Develop knowledge of the steps of the planning process and view concrete examples of how the steps are followed and how visual supports are created.
- Analyze case examples to develop understanding of how to monitor progress, view sample data tools and forms, and recognize how to use data to make informed decisions.

26. Antecedent-Based Interventions

Presenter: Ananda Aspen

Intended Audience: This workshop is designed for teachers, paraeducators, school administrators, behavior analysts, psychologists, university-based supervisors, parents, and any other individuals who are interested in developing positive behavior supports to address the physical, social, and physiological events that trigger problem behavior.

Time: 2 hours

Antecedent intervention procedures can be effective for children with ASD. An increasingly used modification of the basic antecedent prompting procedure involves the use of visually developed and modeled structured activities to promote independent work behaviors, task completion, skill development, and positive social interactions. Antecedent treatment focus can be effective with communication skills, social skills, readiness, daily living skills, play skills, self-regulation, problem behaviors, and sensory and emotional regulation. Antecedent interventions typically require a minimal time investment with strategies that are usually simple to use and feasible in many settings.

Participants will be able to:

- Identify treatments and interventions in the National Standards Project antecedent package as they are meaningful for target skills and behaviors.
- Use a rubric measurement to improve environmental use of antecedents in the school setting.
- Understand how modifying the environment and providing antecedent intervention and prompting can improve behaviors and prevent potential triggers.

27. Social Narratives and Story-Based Interventions

Presenter: Ananda Aspen

Intended Audience: Educational Professionals, Service Providers, Parents

Time: 2 hours

Social narratives and story-based interventions are visually represented stories or scripts that describe social situations and socially appropriate responses or behaviors to help individuals with autism spectrum disorder (ASD) acquire and use appropriate social skills. Social skills include communication, problem-solving, decision-making, self-management, and peer relations abilities that allow one to initiate and maintain positive social relationships. There are multiple strategies that have been developed to address the social skill deficits of individuals with ASD, such as social stories, cartooning or comic strip conversations, power cards, social autopsies, and interactive social whiteboarding. Social narratives are descriptive accounts of appropriate social behaviors or responses to common social situations.

Participants will be able to:

- Understand the research and theory behind social narratives and how they can be an effective intervention for a variety of student needs.
- Understand how the visual mediums used can positively support student understanding of expectations and others' perspectives.
- Develop story-based interventions based on individual student needs using specific strategies that are research-based.

28. Self-Monitoring & Management

Presenter: Ananda Aspen

Intended Audience: Educational Professionals, Service Providers, Parents

Time: 2 hours

Self-Management is described by the National Standards Project (NSP) as an effective intervention to support academic skills, self-regulation, and interpersonal skills for individuals with ASD ages 3-18 years. Independence increases the likelihood of success in any situation or setting, and techniques will be covered to facilitate student responsibility for selecting reinforcers, monitoring and evaluating his/her own performance, and independently gaining access to reinforcers when a task is accurately completed. Steps to teaching students to perform tasks that a front-line interventionist would ordinarily do are covered, such as identifying target behaviors, discriminating between correct and incorrect responses, recording occurrences of target behaviors, and delivering own reinforcers.

Participants will be able to:

- Support students in building awareness of their own behaviors.
- Support students in being accountable for carrying out a procedure.
- Support students in multi-tasking (managing own behavior and rewarding it).
- Understand how to decrease the social stigma that occurs when an adult's assistance with personal tasks is required.
- Give direct and immediate feedback to students through self-monitoring own data.

29. Video Modeling

Presenters: Ananda Aspen and/or Michelle Austin

Intended Audience: Educational professionals, Early Childhood Specialists, Agency Personnel and Parents

Time: 3 hours

Modeling is defined as an established treatment by the NSP for individuals with ASD ages 3-18. It has been shown to be effective for target behaviors and skills including communication skills, social skills, higher cognitive functioning, interpersonal skills, personal responsibility, play skills, problem behaviors, and sensory and emotional regulation. Modeling may be provided in several ways, including a video format, which is the primary focus of this workshop.

Participants will be able to:

- Understand how videos can be a cost and time-effective way to provide targeted intervention in a format that is naturally reinforcing to individuals with ASD.
- Understand how to coordinate interventions and collaborative efforts with families to benefit the child.
- Understand basic technical components to creating videos for modeling, and to receive information regarding what is readily available online.
- Understand what makes an effective video modeling clip, including angle of shot, voice quality, clarity of materials, intent of video, and duration of video.

30. Peer Mediated Instruction and Intervention

Presenter: Ananda Aspen

Intended Audience: Educational Professionals, Service Providers, Parents

Time: 3 hours

This workshop will explore various types of peer training programs, including Project LEAP, peer networking, Integrated Play Groups, buddy skills and circle of friends, peer-initiation training, and peer-mediated social interaction trainings. Suggestions for careful selection of peers, thoughtful planning and facilitation of play and social activities will be presented.

Participants will be able to:

- Understand the various kinds of peer training groups and interventions.
- Understand how to train peers to produce positive outcomes for both peers and the child with ASD.
- Understand the basic components of peer training, including teaching peers how to get the attention of the child with ASD, facilitate sharing, provide help and affection, model appropriate play skills, and how to be a "good buddy."
- Understand how to organize play activities in a structured fashion to maximize engagement, participation and social success.

31. Cognitive Behavior Intervention

Presenter: Ananda Aspen

Intended Audience: Teachers, Special Education Specialists, Administrators, and Parents

Time: 2-3 hours

This workshop will provide an overview of an important new Evidence-Based Practice for elementary and high school-age learners (6-18 years) with ASD. Cognitive Behavioral Intervention (CBI) is based on the belief that behavior is mediated by cognitive processes. Learners are taught to examine their own thoughts and emotions, recognize when negative thoughts and emotions are escalating in intensity, and then use strategies to change their thinking and behavior. This workshop will share how to teach the learner to restructure their thoughts in a mindful manner to increase self-control and positive thinking, and to decrease stress reactivity and anger. CBI can be used to address social, communication, behavior, cognitive, adaptive, and mental health outcomes.

Participants will be able to:

- Explore how to integrate cognitive behavior intervention and practices into classroom instruction and positive behavior support systems through practical exercises.
- Review evidence-based practices that may be used in conjunction with CBI.
- Understand how to expand upon CBI through positive reinforcement and reflective problem-solving techniques.

32. Exercise

Presenter: Ananda Aspen

Intended Audience: Teachers, Special Education Specialists, School Psychologists, Administrators, Paraeducators, School Nurses, and Parents

Time: 1-3 hours

This workshop will provide an overview of Exercise as an important new Evidence-Based Practice (EBP) for ASD and related disorders for elementary and middle school students (although this does not limit its use for other ages). Exercise can be effective in reducing challenging and stereotypical behaviors and increasing engagement and social-emotional health. The focus will be on practical applications for infusing exercise into the instructional program, how to use it in combination with other EBPs, and how to collect data.

Participants will be able to:

- Review exercise research as an evidence based practice for instruction and intervention in combination with other interventions as part of a behavioral package and as a stand-alone EBP.
- Explore how to integrate exercise into instructional programming and behavior management systems, infuse movement and strengthening procedures into lesson plans, use innovative and inexpensive tools and resources, and collect data.
- Understand how exercise can be used to reduce challenging behavior, increase appropriate learning behaviors, and improve motor skills and physical fitness.

33. Structured Play Groups (SPGs)

Presenter: Ananda Aspen

Intended Audience: Teachers, Special Education Specialists, School Psychologists, Administrators, and Parents, Paraeducators, School Nurses

Time: 2-3 hours

This workshop will address how to plan and implement Structured Play Groups (SPGs) for children with ASD and related disorders. Research on this new EBP indicates that SPGs can improve social communication, social engagement, school-readiness, play, and academic skills. Structured play groups are specifically designed to teach an identified skill using modeling, role playing and prompting. The focus will include ideas for themes and models for conducting SPGs, and how to combine them with other EBPs, and how to collect data on skill development.

Participants will be able to:

- Review Structured Playgroup research as an evidence-based practice for instruction and intervention in combination with other interventions such as Lego Therapy, Interactive Theater and Role Playing, and Peer-Mediated Instruction and Intervention.
- Explore ideas for starting a SPG in the school or home setting, utilize existing resources and collaborative planning templates, and acquire materials and tools for implementation.
- Understand how Structured Play Groups promote socialization and skills development.

34. Parent-Implemented Intervention for Children with ASD

Presenter: Ananda Aspen

Intended Audience: Teachers, Specialists, Administrators, Paraeducators and Parents

Time: 1-3 hours

With parent-implemented intervention, parents are taught to use individualized intervention practices with their child to help them acquire/increase skills and/or decrease interfering behaviors associated with ASD. Goals are individualized to address the specific needs of the children, the concerns, and the strengths of families. Web-based training for behavior and social communication will be shared, along with other resources to help practitioners and families carry out a successful plan.

The participant will be able to:

- Describe the process of developing an individualized intervention plan based on identified goals, family characteristics, and the settings where intervention will occur.
- Describe the process of developing, implementing, and monitoring a structured parent training program that is based on the intervention plan and the preferences, characteristics, and concerns of the parents.
- Utilize web-based and digital training resources.

BEHAVIOR

35. Maximizing Student Engagement; Minimizing Disruptive Behavior!

Presenter: Jodie Dittmar

Intended Audience: Educators in general education, intervention, and special education settings

Time: 3.5 hours or highly effective as a series of 3 after school staff development workshops

Do you need effective ways to increase the engagement of all students in the classroom (including mainstreamed, “at-risk” or struggling students) If so, this workshop may be just what you’re looking for!

The essential principles of direct instruction, differentiation, student engagement, and Multi-Tier behavioral support systems are included in this *highly interactive workshop*. Proactive strategies to increase student engagement will be shared to decrease the need for reactive behavioral strategies. The workshop keeps the **Common Core State Standards** in mind when focusing on student engagement, and **RTI²/MTSS**. Practical solutions, video modeling, and workable functional behavior supports for common attention or behavior problems will be included.

Participants will be able to:

- Immediately apply many active learning strategies with groups and individuals in their own classrooms.
- Relate their classroom, student and school site needs to Multi-Tiered models of support (MTSS/RTI)
- Demonstrate proven interventions for common interruptions to student success (including ADHD, learning disabilities, environmental factors, learned helplessness and others).
- Access helpful resources for differentiation of instruction, student engagement and functional behavior assessment.

36. Shaping Positive Early Childhood Behaviors

Presenter: Jodie Dittmar

Intended Audience: Early Childhood General /Special Education Educator, Caregivers and Paraprofessionals

Time: 2 hours

Children's behavior is dependent upon their developmental level and is also impacted by parenting styles. An important task for adults is to help the child learn what behaviors are appropriate and which behaviors are not appropriate. The way children are parented when they are young, influences the type of people they become. This training will provide participants an overview of the developmental levels of children 12 months to 5 years old, as well as varied parenting styles.

Participants will:

- Become familiar with typical development and the behaviors associated with each level of development
- Utilize child developmental level information to explore problematic and typical behaviors
- Become familiar with the three styles of parenting

NEW DIMENSIONS IN EMOTIONAL AND BEHAVIORAL DISTURBANCE

Brief Description of Series: Training numbers 37-41

New dimensions in EBD will be explored through a series of workshops that can be combined as per site needs or presented as sequential series. LEAs can combine trainings to create customized 1/2 day or full day trainings on multiple topics or single topics. There are five topics to choose from as described in the following five trainings number 37-41.

Participants will be able to:

- Understand and apply a wide range of interventions for students with Emotional and Behavioral Disorders.

37. Emotional and Behavioral Disturbance: A new approach to understanding (Foundational)

Presenters: Ananda Aspen

Intended Audience: Speech Pathologists, Special & General educators. Psychologists, General and Special Education Administrators, Parents, School Nurses, Adapted PE Specialists, SELPA Directors, and Paraprofessionals

interested in supporting universal access and literacy instruction for all students

Time: 1.5-2 hours



This training will examine the impact that adverse childhood experiences have on the developing child, and the behavioral manifestations and subsequent impacts on learning. Common behavioral responses that manifest in problems with self-regulation and academic learning will be discussed as they relate to common educator reactions to interfering behaviors.

Please Note:

It is required that participants should receive this foundational course preliminary to the other workshops.

Participants will be able to:

- Participants will understand how many students' adverse experiences are unrelenting, which is why these children live much of their lives in survival mode, responding to their world by fighting, by being frozen into inaction by fear, or by fleeing.
- Participants will evaluate current exclusionary discipline policies and develop a determination to support and understand why these students often can't learn as well as those who haven't been traumatized.
- Participants will discuss and analyze why trauma-exposed students often don't form healthy relationships and how to support trust, safety, and build resiliency and protective factors.

38. Positive Behavior Supports for Students with EBD



Presenters: Ananda Aspen

Intended Audience: Speech Pathologists, Special & General educators. Psychologists, General and Special Education Administrators, Parents, School Nurses, Adapted PE Specialists, SELPA Directors, Program Specialists, and Paraprofessionals interested in supporting universal access and literacy instruction for all students

Time: 1-.5-2 hours

This training focuses on using positive learning approaches to support the social, behavioral and academic performance of students with EBD. Participants will learn how to remove barriers to academic success by improving social behavior and emotional functioning, and participants will receive resources to help them apply these approaches.

Participants will be able to:

- Understand and discuss proactive classroom management for students with EBDs, including classroom rules and procedures for managing transitions, independent seatwork, and group instruction.
- Utilize resources from this workshop to enhance classroom programming that supports positive behaviors.



39. Research-based service delivery models for supporting students with EBD for Administrators

Presenters: Ananda Aspen

Intended Audience: Speech Pathologists, Special Educators. Psychologists, Special Education Administrators, Program Specialists, and SELPA Directors, interested in supporting universal access and literacy instruction for all students

Time: 1-.5 hours

This training offers overviews of administrative and operational structures and managerial components involved in providing evidence-based programming for students with EBDs. Designed for school personnel involved in leadership and decision-making aspects of services for these students.

Participants will be able to:

- Understand the structures and roadmaps for screening, assessing, providing continuums of placement, and supporting the implementation of evidence-based programming in classrooms serving these students.
- Utilize an ESSA approach to guide the team's data-based decisions informing placement and progress.

40. Using Universal Design for Learning Principles to Support Active Student Response and Engagement



Presenters: Ananda Aspen

Intended Audience: Speech Pathologists, Special & General educators. Psychologists, General and Special Education Administrators, Parents, School Nurses, Adapted PE Specialists, SELPA Directors, Program Specialists, and Paraprofessionals interested in supporting universal access and literacy instruction for all students

Time: 1-5-2 hours

Brief Description of Training:

This training focuses on using the principles of Universal Design for Learning to guide instructional planning and provision of supports that stimulate student engagement and pro-learning responses

Learning Outcomes:

Participants will be able to:

- Understand and discuss the purposes of designing instruction and learning spaces and procedures that are conducive to the varying needs of students with EBDs.
- Utilize planning template for preliminary implementation and further exploration of topics discussed

41. Using Universal Design for Learning principles to support ELA and Mathematics Instruction



Presenters: Ananda Aspen

Intended Audience: Speech Pathologists, Special & General educators. Psychologists, General and Special Education Administrators, School Nurses, Adapted PE Specialists, SELPA Directors, program specialists, and Paraprofessionals

Time: 1-5-2 hours

Brief Description of Series:

This training focuses on using the principles of Universal Design for Learning to guide planning for supplementing existing ELA and Math instruction. Technology and continuing focus on active systems for student responding will be a strong focus.

Participants will be able to:

- Understand and discuss how to use technology, materials and motivational strategies to enhance student learning.
- Utilize a planning template for preliminary implementation and further exploration of topics discussed.

COMMON CORE, DIFFERENTIATING INSTRUCTION & MORE!

42. Enhancing Instruction through Universal Design for Learning (UDL)

Presenter: Jodie Dittmar

Length: 3 hrs

Participants: All Educators

This workshop is for the teacher, administrator or support staff interested in maximizing student engagement and teaching efficiency, while better addressing the needs of struggling students.

Participants will:

- Acquire a working knowledge of UDL and effective differentiation strategies in light of Common Core Standards
- Briefly consider impacts of each of RTI, MTSS, IEP and 504 Plans on daily instruction, student demonstration of knowledge and grading
- Determine and apply differentiation strategies that apply to their own students

43. Tools, Technology and Tips to Increase Student Focus & CCSS Work Completion in Grades 7-12

Presenter: Jodie Dittmar

Intended Audience: Middle and High School Educators (special education and general education)

Time: 2 hours

Students who come to class unprepared to learn create challenges for themselves and for their teachers. **For students with Attention Deficit Disorders (ADD or ADHD), learning disabilities, or other life hurdles,** task completion can be challenging. Difficulties in focus and attention can be stressful and limit growth toward Common Core standards, IEP goals, and graduation requirements. This workshop will involve participants in the review and immediate use of instructional tools and strategies to increase student success.

Participants will:

- Review common difficulties that impair student attention, organization and success in upper grade classrooms.
- Use, and be able to immediately employ, strategies helpful to students with limited focus and engagement.
- Gain proactive strategies to increase student engagement, independence, and success within the classroom, as well as in homework completion.

44. Universal Design for Learning (UDL), an Effective Pathway to Differentiating Instruction

Presenter: Jodie Dittmar

Intended Audience: All elementary educators

Time: 3.5 hours

Today's teacher must be prepared to include all students in instruction aimed at attaining skills in the Common Core State Standards. Participants of this workshop must come ready to develop methods to engage students, accommodate those who need support, and modify instruction when needed.

Participants will:

- Acquire a working knowledge of the principles of effective differentiation.
- Discuss the impacts of RtI2 or Multi-Tier Systems of Support, Common Core Standards, individualized Instruction and Universal Design for Learning.
- Differentiation strategies for their own classrooms and students.
- Gain resources and differential strategies for varied student needs.

45. Common Core State Standards and IEP Development for Students with Moderate-to-Severe Disabilities

Presenter: Ananda Aspen

Intended Audience: Educational professionals serving students with significant cognitive disabilities

Time: 2 or 3 hours

This presentation provides information about aligning IEP goals and objectives to the new Common Core State Standards (CCSS). Current federal policy requires that alternate achievement standards be linked to grade level content that promotes access to the general curriculum. This succinctly presented workshop provides a clear framework for aligning academic content contained in the CCSS for students with intellectual disabilities. Emphasis is on prioritizing instruction that provides functional and relevant long-term outcomes. For the three hour workshop, evidence-based practices in the design of instruction and assessment are also covered. Included are case study examples of CCSS alignment for students with moderate-to-severe disabilities.

Participants will be able to:

- Understand how the principles of post-school success and common core state standards apply to these students.
- Learn how to identify instructional priorities of IEPs based on their relevance and value for longitudinal and sustainable outcomes.
- Learn how to analyze and choose appropriate and feasible standards based on the student's present levels and long-term results related to important skills, knowledge, and behavior.
- Understand how IEP goals should identify a practical and meaningful plan to monitor the student's progress (based on objective data.)

46. MTSS Meets CCSS in the Land of UDL: Tiered Instruction and Universal Design for Middle and High School

Presenter: Jodie Dittmar

Intended Audience: All middle and secondary level educators

Time: 3.5 hrs

Common Core State Standards have increased the complexity and higher order reasoning expectations in every content area. Yet as students move into upper grades, the gap between their learning and those of other students may grow. Literacy demands, as well as executive functioning (planning, organization, initiation and reflection), are embedded within upper grade Common Core Standards. Social and other stressors also increase. This workshop is for the teacher, administrator, or support staff interested in maximizing teaching efficiency, while addressing the literacy and other needs of older struggling students.

Participants will:

- Acquire a working knowledge of UDL and effective differentiation.
- Discuss the impacts of RtI2 , MTSS, Common Core State Standards, IEP's and 504 plans.
- Directly develop differentiation strategies for their own classroom and students.
- Consider needs specific to adolescents, including behavior, class scheduling, graduation requirements, and assessments.

LITERACY

47. AAC and Literacy

Presenters: Michelle Austin

Intended Audience: speech pathologists, special & general educators interested in supporting universal access and literacy instruction for all students

Time: 3 hours

Children who utilize Augmentative or Alternative Communication can be at a disadvantage to learning literacy skills. Research has shown that many individuals who use AAC have less advanced literacy skills. Literacy is learned through interaction with all types of literacy experiences (listening, speaking, reading, writing). Barriers for students with AAC can be related to restricted language participation, lack of experiences, decreased time spent on literacy activities, and difficulties with interactions in literacy experiences. The National Reading Panel recommends instruction in five areas to develop reading: phonemic awareness, phonics, fluency, vocabulary and text comprehension. Of particular importance during early instruction is the development of emergent literacy skills. Emergent literacy skills include written language awareness (phonics) and phonological awareness. The purpose of this presentation is to highlight several evidence based strategies for teaching literacy skills to children who use AAC.

Participants will be able to:

- Discuss literacy principles that impact literacy acquisition in AAC users.
- Describe the main components of literacy and implications for AAC users.
- Explain three evidence-based therapeutic interventions that target language and literacy development for AAC users.

48. It's Never Too Late! Teaching Reading to Older Struggling Students

Presenter: Jodie Dittmar

Intended Audience: General and special education teachers, ELA, RSP, and reading intervention staff

Time: 3.5, 6 hours

This workshop provides a solid background of the essential elements of teaching reading to struggling students in 4th through 12th grades (non-readers or readers at 1st to 4th grade levels). Included are Multi-Tier Systems of Support, Educational and Assistive Technology and general evidence-based practice.

Participants will be able to:

- Outline essential elements of teaching reading with fidelity to older struggling readers
- Consider Multi-Tier Systems of Support as avenues to ELA and Foundational Reading CCSS
- Address typical issues of day-to-day implementation in upper elementary, middle and high school settings
- Describe assessment and instruction in relationship to older student skills in:
 - ◆ Phonological Skills
 - ◆ Decoding Skills
 - ◆ Reading Fluency,
 - ◆ Vocabulary and Word Study
 - ◆ Reading comprehension (in narrative and informational text)
- Address the emotional and behavioral issues of the older struggling reader
- Discuss curricula and resources for both general and intervention educators for older students

49. Planting The Seeds of Early Literacy

Presenter: Jodie Dittmar

Intended Audience: Early Childhood General and Special Education teachers, SLP's and Paraeducators (or can be provided as a parent workshop)

Time: 2-3 hours, full day staff development (or evening parent workshop)

Becoming College, Career and Community Ready begins in early childhood. We must ensure that ALL children enter school as ready to read as possible. Talking, singing, reading to young children, and other activities will be explored in this **fun, interactive workshop** to ensure children are ready for school and more specifically... to learn to read!

Participants will:

- Review the language, print and experiential foundations for building strong literacy skills
- Practice interactive everyday activities to help families enhance children's early phonological, vocabulary and language skills
- Consider specific children's books (including video modeling and hands on application)

PARAEDUCATORS

Intended Audience: Paraeducators, Aides or Instructional Assistants

50. Maximizing Student Engagement, Minimizing Disruptive Behaviors – How a Paraeducator Can Help

Presenter: Jodie Dittmar

Time: 3.5 hours

This workshop will focus on successful strategies the Paraeducator can use to increase the engagement of students, most especially those with ADHD “non-severe disabilities” who are in the RSP, intervention or general education settings. Proven accommodation strategies for inclusive settings will be shared, as well as helpful tips for dealing with student attention, anxiety, sensory, and social difficulties. Collaboration and communication strategies will be briefly highlighted, as well as the relationship with executive functioning in light of the Common Core.

Participants will:

- Review various disabilities and other student needs that impact student participation in the classroom
- Participate in activities to proactively increase student engagement.
- Participate in activities to proactively and reactively address common classroom behavior problems.

51. It’s Never Too Late! The Basics of Teaching Reading for Paraeducators Working in Grades 4 to 12

Presenter: Jodie Dittmar

Time: 3.5

This workshop provides a solid background of the essential elements of teaching reading to struggling older readers in 4th through 12th grades, reading at 1st to 4th grade levels.

Participants will:

- Review the essential elements of teaching reading to struggling older readers
- Review instructional considerations and the Paraeducator’s role related to:
 - ◆Phonological Skills
 - ◆Decoding Skills
 - ◆Reading Fluency
 - ◆Vocabulary and Word Study
 - ◆Reading comprehension (in narrative and content text)
- Consider emotional and behavioral issues of the older struggling reader
- Gather a list of helpful resources

52. Digging for Meaning: Supporting Comprehension in Content Text and Teaching Toward Common Core Standards

Presenter: Jodie Dittmar

Time: 1.5 – 3.5 hrs

This training will focus on the Paraeducator's role in facilitating comprehension in the content areas (such as literature, social studies, and science, etc.). Skills necessary to read and comprehend content material will be discussed in detail and practice during the workshop.

Participants will demonstrate a repertoire of strategies to:

- Facilitate comprehension in content areas and CCSS Standards
- Increase student skills to sequence, analyze, problem solve and reason within both narrative and textbook content reading
- Maximize the participation and comprehension of struggling readers within classroom instruction and text

53. The Paraeducator's Role in Differentiating Instruction for Students with Organizational, Behavior and Attention Challenges

Presenter: Jodie Dittmar

Time: 1.5 – 3.5 hrs

For students with **Attention Deficit Disorders, learning disabilities, or otherwise hectic lives**, organization can be challenging, stressful or unsuccessful. Executive functioning is also a component of the Common Core State Standards. **Participants in this workshop will explore proactive, effective strategies to keep students on track, enhance engagement, increase metacognitive reflection and facilitate success.**

Paraeducator participants will develop strategies they can immediately employ to:

- Support students in meeting expectations of the Common Core State Standards in both general and special education settings
- Consider the needs of students who are disorganized, forget assignments, lack initiation or perseverance... or become frustrated in handling their daily work load
- Assist students who are easily distracted from learning activities

54. How to be the Best Para-Pro You Can Be



Presenter: Michelle Austin, Laura Lavery

Intended Audience: Speech-Language Pathologists, School Psychologists, Special and General Education Teachers, and Administrators

Time: 3 hours

Paraeducators need to have tools to support individuals with ASD in the classroom. Based on the “How to be a Para Pro” book, by Diane Twachtman-Cullen, this training includes information on supporting students with **autism spectrum disorders (as well as other developmental disabilities)**. This training will discuss the art and science of working with students. Specific tools will be added to your personal tool box to help students with ASD within the classroom environment. These tools will address: visual strategies, behavioral concerns, organization of materials, and environmental supports, in addition to others.

Participants will be able to:

- Become familiar with characteristics associated with an Autism Spectrum Disorder
- Identify tools to support students
- Learn to implement the Transactional Interaction Model for Educational and Behavioral Support

55. Educational Impacts of Environmental Adversity

Presenter: Jodie Dittmar

Audience: Paraeducators

Time: 2-6 hours (dependent on focus and group)

Students who move frequently, live in environmentally challenged settings, or are in foster care, often arrive at school with scattered academic, emotional and behavioral profiles.

This workshop includes a general overview of selected research and evidence based practice regarding school success, including language, literacy, engagement and other skills essential to any classroom setting. Current evidence based practice in relationship to addressing academic and behavioral expectations will be considered, and practical scenarios and resources will be provided.

Participants will:

- Better understand the complex impacts of environment, trauma and inconsistent school attendance in direct relationship to classroom expectations.
- Gain resources of legal, therapeutic and instructional updates, as well as practical application supports.

SPEECH AND LANGUAGE

56. The Road Less Traveled: Working with Students who are Non-Verbal

Presenter: Michelle Austin

Intended Audience: Educators, speech pathologists, school psychologists, paraeducators and parents

Time: 1 to 3 hours

This presentation will discuss the course of therapy for students who have limited verbal communication. The content will include descriptions of various assessment tools, what to look for to enhance communication opportunities, and practical intervention solutions to support student learning and decrease behavioral communication.

Participants will:

- Discuss therapeutic interventions for students with limited verbal skills

57. NO Good Very Bad Day... Could it be Communication

Presenter: Michelle Austin

Intended Audience: Special and General Education Teachers, and Administrators

Time: 3 hours

Everybody communicates through behavior. An infant may cry when hungry or wet, just like an adult may yawn when bored. Adults and children are communicating something through their behavior during every moment in every day, even if they are not aware of it. A child's problematic or inappropriate behavior is a sign that he is upset and that something is not right. Children sometimes have trouble communicating because they may not be able to verbally describe the problem or know what to do in a situation. At these times, children may act out their feelings or needs. If a child has an underlying communication disorder their behavior can often be a primary means for their communication. The purpose may be getting someone's attention, stopping an activity they don't like, or satisfying sensory needs — but there is always a reason behind the behavior. Once adults understand what children are communicating through their behavior, they can respond better. When adults help children find positive ways to communicate their needs to others, children learn important social and problem-solving skills that will help them throughout their life.

Participants will:

- Identify ways to read non-verbal communication
- Discuss the relationship between communication and behavior
- Relate behavior to individuals with communication disorders and discuss possible underlying impact
- List evidence based practices to address behavior for individuals with communication disorders

58. Assessment and Treatment: Speech Fluency Disorders

Presenter: Michelle Austin

Intended Audience: Speech Language Pathologists

Time: 3 hours

Fluency Disorders (Stuttering and Cluttering) are multifaceted, and many factors impact the listener's perception of disfluencies. Within the school setting, Speech Language Pathologists are tasked with addressing fluency disorders. This training will address the current methods of evaluating speech fluency disorders.

This training will also describe key features of common treatment approaches to change communication behaviors as well as address social and emotional perspectives. The training will provide evidence-based practice in addressing fluency disorders.

Participants will be able to:

- Identify types of disfluencies
- Discuss assessment tools for speech fluency disorders
- Describe key features of common treatment approaches that support the development of Speech Fluency
- Identify the psychosocial issues that may impact a person who stutters and how these issues affect treatment and outcomes.

59. Building Communication Opportunities Throughout the Day for Students with Complex Communication Disorders

Presenter: Michelle Austin

Intended Audience: Educators, speech pathologists, school psychologists, Paraeducators and parents

Time: 1 to 3 hours

This session will discuss building communication into everyday environments for students with limited verbal language or students who may utilize augmentative communication devices. A naturalistic language approach will help these students generalize specific communication strategies and build upon functional communication.

Participants will be able to:

- Understand naturalistic language approaches
- Develop a communication script
- Infuse language opportunities into everyday activities

60. Oral Motor Feeding Issues with the School-Aged Child

Presenter: Michelle Austin

Intended Audience: Speech-Language Pathologists, Nurses, Special Educators, Administrators

Time: 3 hours

This session will discuss oral motor, school lunch modifications, and feeding issues for students. Feeding modifications for students with significant oral motor concerns can be a life threatening issue. These students are at risk for aspiration and choking during eating and drinking. Within this session, participants will learn techniques to keep these students safe during meal times, as well as information pertaining to how and when to modify the school lunch.

Participants will be able to:

- Identify the signs of aspiration
- List the required oral motor skills for each type of diet modification
- Identify proper feeding strategies, positioning and modifications

61. Selective Mutism: Assessment and Intervention Strategies

Presenter: Michelle Autism

Intended Audience: Speech-Language Pathologists, School Psychologists, Special and General Education Teachers and Administrators

Time: 6 hours

Individuals with Selective Mutism are at a significant disadvantage personally, socially, and educationally. These “quiet” children are not just choosing not to communicate. Selective Mutism is described as social communication anxiety. It not only affects verbal communication, but also nonverbal communication skills. Selective Mutism is no longer a rare disorder, with a prevalence of 1 in 143. This training will discuss assessment and treatment of students with Selective Mutism utilizing a team approach.

Participants will be able to:

- Understand a multifaceted assessment approach
- Identify members of a transdisciplinary team
- List and understand the four stages of Selective Mutism
- Identify evidence-based treatment approaches

62. Differential Assessment and Interventions for Students with Significantly Reduced Speech Intelligibility

Presenter: Michelle Austin

Intended Audience: Speech Language Pathologists

Time: 6 hours

The differentiation of childhood apraxia of speech from severe phonological disorder is a common clinical problem. Severe speech impairment may result from a variety of etiologies and may represent linguistic impairment, motor speech impairment, or both. Differential diagnosis typically refers to the process of determining the appropriate classification or label for the speech sound disorder, such as phonologic impairment, childhood apraxia of speech, or dysarthria. More important than the label, however, is the determination of the relative contribution of cognitive versus linguistic versus motor impairment because children with speech sound disorders frequently exhibit impairment in more than one area. Determining the degree to which the child is struggling to learn the rule-governed system of phonology, compared with having problems planning and programming movement gestures for speech, directly affects appropriate treatment planning. Each disorder lends itself to specific treatment approaches. Determining the correct diagnosis can improve the child's ability to make progress on specific speech and language goals. This training will discuss the differential diagnosis and various treatment approaches specific to each disorder.

Participants will be able to:

- Differentiate between
 - ◆ Articulation disorder
 - ◆ Phonological disorder
 - ◆ Apraxia
 - ◆ Dysarthria
- Determine appropriate assessment tools
- Understand treatment approaches related to the diagnosis

63. Assessing Social Pragmatic Language Skills for individuals with an Autism Spectrum Disorder



Presenter: Michelle Austin, M.A., CCC-SLP

Intended Audience: Speech Language Pathologists,

Individuals with a social pragmatic language disorder show signs and symptoms of social communication disorders including problems with social interaction (e.g., speech style and context, rules for linguistic politeness), social cognition (e.g., emotional competence, understanding emotions of self and others), and pragmatics (e.g., communicative intentions, body language, eye contact). Social communication challenges can result in multiple problems, including difficulties with shared enjoyment, social reciprocity in verbal and nonverbal interactions, play, peer interactions, comprehension of others' intentions, emotional regulation, spoken and written narratives, and literacy skills. Assessment of social communication should be culturally sensitive and functional and involve the collaborative efforts of families, caregivers, classroom teachers, SLPs, special educators, and psychologists as needed. Assessment is sensitive to the wide range of acceptable social norms that exist within and across communities. (The Practice Portal, ASHA policy documents)

Participants will be able to:

- ◆ Define the role of the SLP in the assessment process
- ◆ List components of social communication
- ◆ Utilize social communication benchmarks in comparison to age norms.
- ◆ Identify components of a comprehensive assessment including: standardized assessments, analog tasks, naturalistic observations, and dynamic assessment.

64. Treatment Ideas for the SLP Working With the Student Diagnosed with ASD Building a Road Map for Successful Communication

Presenter: Michelle Austin, M.A., CCC-SLP

Intended Audience: Speech Language Pathologists, SLP Assistants and Administrators

Time: 6 hours

Speech Language Pathologists play an integral role in supporting students with ASD from assessment to intervention. The SLPs role, in supporting student with ASD to develop communication skills varies from implementation of AAC strategies to teaching diverse pragmatic skills. SLP service delivery models may include direct therapy, consultation, and the collaborative/consultation model. Participants will be introduced to evidence-based practices (EBP) and therapy ideas for all aspects of verbal and non-verbal communication.

Participants will be able to:

- Define the role of the SLP in an ASD assessment.
- Recognize the characteristics associated with ASD
- Review qualifying criterion for an ASD diagnosis (DSM 5, Federal/State Education Code descriptions)
- Discuss and analyze other disorders that may be diagnosed as ASD.
- Identify and discuss various formal and informal assessment measures.
- Discuss evidence-based practices for support communication development for verbal and non-verbal students.

65. What's the Word on Words? Vocabulary Support to Assist CCSS Text Comprehension

Presenters: Jodie Dittmar

Intended Audience: All Educators working with struggling students in grades 4-12

Time: 3.5 hours

This training provides powerful and effective strategies for supporting vocabulary development. Participants will learn instructional routines that can be used without preparation, as well as strategies for teaching conceptually difficult words. Graphic organizers, preteaching and other activities to prompt immediate classroom application will be used within the workshop. Participants will engage in practice and plan application to bridge the use of similar activities in their own classroom.

Participants will:

- Review research supported strategies for enhancing vocabulary development in the mixed ability classroom.
- Develop a repertoire of whole class and individual teaching strategies to:
 - ◆ Select, prioritize and teach content vocabulary.
 - ◆ Use graphic organizers for both instruction and student demonstration of learning.
 - ◆ Provide effective whole group and individual vocabulary instruction.
 - ◆ Individualize student instruction and accommodations, and to enhance content comprehension, meet Common Core Standards, and increase vocabulary knowledge overall.



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